

MONITORING THE ACADEMIC SUCCESS OF FORMER LEP STUDENTS

As indicated in the document, “Exiting From Services, AYP, and Monitoring,” the academic progress of former limited English proficient (LEP) students who have been reclassified as fluent English proficient (FEP) students must be monitored for two years after demonstrating Proficiency by attaining an Overall score of (Level 5) twice consecutively on the LAS Links English proficiency assessment.

Monitoring must ensure that former LEP students who have been reclassified to FEP are able to participate meaningfully in the regular educational program, which means:

- 1) students are able to perform on-par with their native English speaking peers in the regular educational program;
- 2) students are able to have full access to all aspects of the school's mainstream curriculum and participate successfully without the use of simplified English materials; and
- 3) students have access to language instruction services if needed.

Designated instructional staff (such as English as a Second Language (ESL) staff or a guidance counselor) must formally monitor the student's academic performance regularly. **The information must be documented in the student's records.** If monitoring shows that the student is falling behind in academic performance and/or English language skills, the situation must be assessed, analyzed, and arrangements should be made to provide the student with appropriate assistance. Access to language instruction services must be made available if the student needs assistance.

The district must collect data on the academic performance of former LEP students who have been reclassified as FEP for the duration of the two-year period. **Annual English proficiency assessment is not required during the formal two-year monitoring period.** The sources of information collected may include:

- records on length of time from entry to transition and/or exit from program;
- performance on standardized achievement tests;
- grades in content area classes;
- English oral, reading, and written skills as demonstrated by grades in language development courses;
- Grade Point Averages (GPAs);
- teacher observations;
- parent observations and/or feedback;
- meeting promotion and graduation requirements;
- graduation rates.



STEPS FOR DEVELOPING A MONITORING PROCESS FOR FORMER LEP STUDENTS RECLASSIFIED AS FEP

This section addresses the methods that a district may use to monitor the success of LEP students after they have exited the language instruction educational program and been reclassified as FEP. The following steps may be used as a checklist in developing a process for monitoring student performance:

- Identify the staff person(s) who will be responsible for monitoring former LEP students.
- Establish guidelines for how often the district will monitor former LEP students (e.g., quarterly, each semester) and determine the length of monitoring (two years or more).
- Identify the data the district will review to measure whether individual former LEP students are successful in the district's overall educational program (e.g., grades, test scores, teacher observations, etc.).
- Identify methods or criteria the district will utilize to measure success of former LEP students in the district's education program (e.g., the district may review the grades, testing results, teacher feedback, or other appropriate information to determine whether or not a former LEP student has meaningful access to the district's education program).
- Establish criteria for determining the source of a former LEP student's lack of success in the district's regular program including a plan to determine whether a lack of success is due to academic deficits incurred while the student was receiving language instruction services, the lack of English language proficiency, or other reasons.
- Establish procedures, methods, and services to be used by the district to provide assistance to former LEP students that experience lack of success due to academic deficits incurred while the student was receiving language instruction services or the lack of English language proficiency (e.g., depending upon the reason for the individual student's lack of success, the district may consider approaches such as: providing additional services to develop English language skills or providing academic tutorial/support services to address academic deficiencies incurred while the student was receiving language instruction services).
- Determine procedures to provide appropriate communications to inform parents of students' progress during the monitoring period.

Sources:

1. Title III, Language Instruction for Limited English Proficient and Immigrant Students, of the No Child Left Behind Act of 2001
2. "Exiting From Services, AYP, and Monitoring" from the Indiana Department of Education, Division of Language Minority and Migrant Programs
3. "Transition from ELL Services and Monitoring Performance" document found on the Office of Civil Rights (OCR) website at <http://www.ed.gov/about/offices/list/ocr/ell/transition.html>
4. "Student Performance Evaluation" document found on the Office of Civil Rights (OCR) website at <http://www.ed.gov/about/offices/list/ocr/ell/performance.html>